

Stockwell Primary School and Children's Centre

Burgoyne Road, Stockwell, London, SW9 9TS

Inspection date 15–16 July 2014

Overall effectiveness	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Access to services by young children and families		Good	2
The quality of practice and services		Good	2
The effectiveness of leadership, governance and management		Good	2

Summary of key findings for children and families

This is a good centre.

- Leaders and managers have driven the quality and impact of work up to good levels remarkably quickly since the last inspection. Managers introduced an outstanding ethos of inclusion that is understood and shared by all partners. Governance and accountability arrangements are clear and workable.
- A determined outreach team has and secured a rapid rise in the number of families registered and taking part so that access is good. The large majority of families in the centre's priority groups attend regularly enough to make a difference in their lives.
- The balance of the programme promotes parent's confidence in their parenting skills well. Families access a good range of advice to improve their economic stability and chances of employment.
- Children thoroughly enjoy learning, especially through the wealth of sensory and messy play activities provided. Children tracked by the centre are well prepared for starting school.
- Families are safeguarded well through contact with the centre. Staff work closely with partners to provide relevant services for families most in need of help and protection and act quickly when there are concerns about a child.

It is not outstanding because:

- The centre has not fully defined its precise measures of success where families have more than one area of need and where there is an overlap between the centre's and Lambeth's priorities.
- Quality assurance of services provided by partners incorporates parents' views but routine monitoring by the centre is not yet developed in performance management. The extensive training that staff undertake is linked to some improvements but not linked into an overall plan for continuous improvement.

What does the centre need to do to improve further?

- Work with the local authority to define priority groups precisely where there is an overlap between Lambeth's priority of exclusion groups and a local target groups. Ensure that uptake of services and the achievements of all target groups can be measured securely to reach outstanding levels.
- Strengthen the centre's performance management and its evaluation of its own performance further by:
 - implementing systematic monitoring and quality assurance across all services provided and
 - linking staff training needs to the improvement plan in the longer term.

Information about this inspection

The inspection of this children's centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector.

The inspectors held meetings with the centre's managers and staff, the executive headteacher and health services, representatives of partner organisations, the local authority and the advisory board. Inspectors spoke to parents and children.

They observed the centre's work, and looked at a range of relevant documentation.

Inspection team

Christine Davies	Her Majesty's Inspector, Lead Inspector
Pippa Wainwright	Additional Inspector

Full report

Information about the centre

The centre was designated in 2006 and is located in the Stockwell area of the London Borough of Lambeth. The centre was inspected in July 2013 and was judged 'inadequate'. This is a re-inspection. The governing body of Stockwell Primary School manages the centre on behalf of the local authority. The school was inspected in June 2013 and was judged 'requires improvement'. A registered childcare previously provided by Stockwell Primary School and Children's Centre has closed. It was inspected in May 2013 and judged 'inadequate'; it closed in August 2013. The centre is part of the Stockwell, Jessop, Effra and Loughborough cluster of children's centres. The other centres have each been inspected separately. Inspection reports for the centre, the school and other centres in the cluster can be found at <http://www.ofsted.gov.uk>.

In September 2013 the governing body made significant changes to the leadership, management and staffing structure of the centre. The headteacher of Jessop Primary School was appointed executive headteacher for Stockwell and Jessop primary schools with line management responsibility for the children's centres at each location. Jessop Children's Centre manager was appointed strategic manager for Jessop and Stockwell children's centres. A deputy and outreach manager was appointed in October 2013 and a children's centre teacher was appointed in January 2014, assisting the strategic manager at both centres. The Stockwell centre team is completed by three outreach workers, a crèche supervisor and worker and two administrators, working full- and part-time. Two staff have been recruited by assimilation of posts from the previous staffing structure and the remainder were appointed following open recruitment. An advisory board is in place for the centre with an independent chairperson, a parent representative and a link governor to the school.

The centre meets its core purpose by offering services including midwifery, health services, play sessions, adult learning and family support. Services are offered from the main site and other centres.

The centre's reach area is ethnically diverse. A very large majority of families are from minority ethnic groups. Families speak a range of different languages, with a Portuguese speaking population well-established in the area. The area is within the top 20% of most deprived in the country, with approximately one in three children aged under five years living or in a household dependent on workless benefits. The proportion living in poverty is around 40%, including families on low income and those families, mainly asylum seekers, who cannot take up public funds. Children's skills and experience vary when they start early years provision, but are typically below the expectations for their age group.

The centre identifies the priority groups in the area as: families with children receiving social care services; teenage and young parents; Portuguese speaking and Muslim families of Somali and Eritrean origin; and families identified by Lambeth as being at risk of exclusions (priority of exclusion POE groups).

Inspection judgements

Access to services by young children and families **Good**

- Exceptionally strong partnerships with midwifery and health services mean that almost all expectant parents and families in the area are known to the centre and are informed about the centre's services. New families to the area are quickly identified by health partners and put in contact with the centre.
- The balance of the centre's programme has re-established its good reputation at the heart of the community for families most in need of support. Driven by strong leadership, the outreach team has relentlessly pursued contact with families so that most children are registered, including a large majority of those in priority groups.
- The centre has defined its target groups from its extensive knowledge of the local community and shapes the programme accordingly. The centre has set highly challenging targets for sustained contact and participation (ten contacts per year) which the majority of families in priority groups are meeting.
- However, within this generalised overview, the needs of most families in the area are complex. Families often fall into more than one category of priority and locally identified groups, such as Muslim Somali and Eritrean families, may also be identified among Lambeth's wider priority groups, for example as speakers of English as an additional language. This poses an, as yet, unresolved problem of data management for the centre to know precisely how well families in some priority groups are participating.
- To meet the needs of families in priority groups who were not previously taking-up the centre's services, women-only activities are provided. Attendance at Wednesday 'Mums Together' and 'Sensory Play' sessions runs at full capacity. Families who have graduated from 'Early Words', 'Chattertime' and 'Story Sack' sessions continue to gain support from their own language communities in coffee mornings and 'Chillax' groups.
- Contact with teenage and young parents has improved rapidly with a clear steer from partners and their participation is good. Midwifery and health visitor services provided at the centre are highly popular and are used by the large majority of families in target groups. Children in need and with disabilities, identified through development checks at one and two years of age, access the specialist services they need.
- One-to-one outreach is highly effective in helping families in priority groups to move on to activities or courses and to get advice that is widely available in the community. Outreach workers make funded early education part of their core offer so that all two-year olds in priority groups are in funded early education. Other eligible children who are waiting to take up places in September 2014 are being helped to find places. Take up of funded early education by families of three- and four-year-olds is good.

The quality of practice and services **Good**

- The centre has shaped its overall offer of services carefully with partner agencies. With good levels of contact becoming established, the centre is now beginning to track the benefits and see improvement in the lives of families taking up services.
- Most children in the area are still starting school with skills below the expectations for their age but the centre's detailed tracking of priority children shows they progress well from their starting points when they attend regularly. Sensory activities planned in all sessions are popular and highly effective at engaging children, and often their parents, in active learning. The involvement of the children's centre teacher is helping children to gain the learning experiences they need for smooth transition to nursery or school.
- The quality of early education in the community is the responsibility of the local authority.

The centre offers focussed support to children in some settings in the area, with good impact in coordinating services for children with special needs and/or disabilities.

- 'Chattertime' and 'Early Words' sessions effectively help parents support their children's communication and language development. The sessions are particularly effective for Portuguese and other groups who speak English as an additional language. The expertise of the speech and language therapist in planning and evaluation helps staff to identify and begin to support children who may be at risk of speech delay.
- Publicity by the centre helps health visitors and midwives to meet their targets. The take up of immunisations in the area and vitamin D is high. Local data shows that good numbers of mothers are sustaining breastfeeding until six or eight weeks, with excellent results when parents have been supported by midwives. Obesity is a local concern and although there are no reduction targets, the centre builds healthy activities and advice about healthy lifestyles into all activities.
- Parents get good support to develop their parenting skills through all services at the centre although no formal parenting courses are running in the current programme. An informal 'Parent Gym' course was successfully completed by most of the parents referred. Staff model a range of strategies for helping children to learn and encourage parents to try them out so that children flourish.
- The outcomes for families receiving individual support are carefully tracked in detailed records. With some excellent attention from outreach workers, adults' emotional well-being and their ability to meet their children's needs improve rapidly. Family safety is enhanced as vulnerable parents are supported to find suitable housing. The large majority of priority families living in poverty become more financially secure as they access advice, take up benefits or get help from a foodbank in a crisis.
- Information and advice to parents seeking training courses and employment are good. A large majority of adults who take up courses in the centre, including some young parents, complete them. Beginners gain confidence in English classes for speakers of other languages (ESOL classes). Courses are not so effective for learners who have passed level one and there is limited availability of higher level courses with a crèche that parents can easily go on to. Parents are exploring volunteer activities in good numbers but very few follow this up on a qualification course to improve their chances of employment.

The effectiveness of leadership, governance and management

Good

- Working closely with the local authority to set the priorities, leaders and managers have brought about a remarkable improvement since the previous inspection. Governance arrangements have quickly become effective and provide encouragement and substantial challenge. The centre overemphasises the impact of its rapid improvement in its self-assessment; but it is accurate in its use of data and has clearly reached good levels of access, services and outcomes.
- Partnerships have been key to the centre's recovery as they contributed strongly to the design of the programme to meet priority needs. Partners share the centre's vision of safeguarding and inclusion and leaders' high aspirations to close the achievement gaps for priority groups. Challenging outcome and performance measures are in place. However, the centre and local authority have yet to make their measures precise and clarify their expectations for families with complex needs and where local and borough priorities overlap.
- Partnerships with health are strong and underpin the centre's highly effective outreach strategy. Wider partnerships with health, social care and voluntary sector agencies ensure

that early intervention and safeguarding practice is strong for all families in the area, and particularly for those receiving social care or Common Assessment Framework services.

- All necessary checks are taken to ensure staff, including those working for partner agencies, are fully vetted to safeguard families. Relevant checks are taken on volunteers. Good practice ensures that they do not work unsupervised with families if they have not been checked to an enhanced level.
- Supervision takes place regularly and helps managers to allocate work that is closely matched to the skills and knowledge of staff. Staff undertake a range of training to help them in their work, for example some have had training to raise their awareness of domestic violence. Although training is linked to staff appraisal, training needs are not pulled together into a plan that supports the centre's development.
- Little consultation took place with parents about the closure of the registered childcare in August 2013. Parents' views are contributing strongly to performance management since the centre opened with a new programme in October 2013. Satisfaction levels are consistently high. Managers monitor the quality of the services they provide directly so that provision is good. Attendance levels and service providers' evaluations are used in the performance management of services provided by partners but the centre does not routinely monitor these.
- Procedures are implemented to make sure that the premises are safe and secure. Financial management is sound and good use is made of staff and the expertise of partners across the cluster to maximise resources. Play and learning resources are excellent and used with very great thought by staff who take note of parents' and children's interests in their planning. The centre demonstrated their strong regard for the views of parents with the installation of the new buggy store at parents' request.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and as a result inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's wellbeing and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

Children's centre

Unique reference number	22937
Local authority	London Borough of Lambeth
Inspection number	446098
Managed by	The governing body of Stockwell Primary School and Children's Centre

Approximate number of children under five in the reach area	1173
Centre leader	Clare Hudson
Date of previous inspection	09 July 2013
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